Educator Effectiveness News

Educator Effectiveness

IMPROVE SUPPORT. IMPROVE PRACTICE. IMPROVE OUTCOMES.

A Newsletter from the Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

Educator Effectiveness and Human Resource Decisions

System Purpose:
The Wisconsin Educator Effectiveness System is designed for one main purpose: to support educator practice, reflection, and professional growth in order to increase student achievement. Educator Effectiveness pilot participants have indicated that implementation of the System has positively impacted their schools. For example, Diane Everson-Riley, a Principal in Sparta, said:

"As I've been out in classrooms more, my teachers want to be a part of [The Wisconsin Educator Effectiveness System.] It's not just me telling them what I want them to do, but all of us being more reflective and focused about what we're doing. We want to make things better for our students and our school."

Everson-Riley's pilot experience illustrates how staying focused on educator professional growth through targeted feedback, reflection, and collaboration will translate to student growth.

While the Educator Effectiveness System is a statewide initiative, local districts and school boards ultimately determine how to use the System and its data within their own district's context. Therefore, DPI, districts, and communities must work together to make implementation decisions that support the purpose of the System.

EE and Human Resource Decisions:
DPI and the Educator Effectiveness Design Team have indicated the System can be used as one piece of data to inform a variety of local human resource decisions. The System should inform, not replace Human Resource processes.

Considerations:
To support the quality of implementation and satisfy the purpose of the System, **DPI recommends District staff contemplate considerations with the assistance of legal counsel prior to using the System to make Human Resource Decisions. These considerations can be found here.**
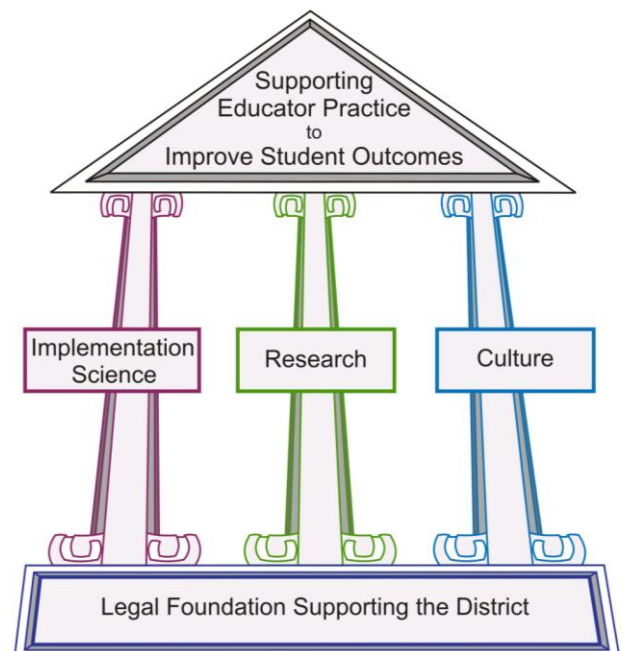
New EE Resources

The following resources posted on the EE website provide more information on the State EE System:

New Information Brief (pdf):
- Effectiveness Coach

Updated Information Briefs:
- System Funding
- Teachscape
- Equivalency Review Process
- Value-Added

Implementation Resources:
- Flowchart to Identify Mandated Educators
- EE Human Resource Decision Considerations

Training Resources:
- Step 1 Implementation Training: Orientation Video
- Educator Effectiveness Pilot Participant Feedback about Frameworks (video)
- SLO Toolkit
- Repository of SLO Examples

Website information:
- District Administrator Toolkit
- Local Communication Toolkit
- Evaluation of Other Educator Groups
- Required/Flexible/ In Discussion
- Teachscape Provisioning Process 2013

District Pilot Team Success Story: Clintonville

In the few months that Clintonville School District has piloted the Educator Effectiveness System, the process has already positively impacted the pilot team.

Julie Rohrer, a pilot teacher, notes, "Since people of all levels are going through this Educator Effectiveness pilot process together, there is a lot more camaraderie and dialogue between teachers, principals, and superintendents."

Terri Schultz, the district's pilot effectiveness coach, says, "After the team of pilot teachers began to watch the Teachscape training videos[1], and, as a team, discussed what proficient teaching might look like, the teachers began to talk about how they were making deliberate changes in the classroom because they wanted to be that proficient teacher.

Principal Lance Bagstad reports, "After going through Teachscape certification, I am more aware of judgment and bias when I do classroom observations. Now I catch myself hitting delete a lot to avoid making judgment statements."

The Clintonville pilot team provides other Wisconsin districts two key pieces of advice when implementing the EE System.

- First, districts should begin preparing their educators this year for Educator Effectiveness implementation in 2014-15. According to Schultz, "All of us feel that Educator Effectiveness is a lot of work, but we have already begun to see…it's the right work. Any district that puts off preparing for EE, might throw something together that might not make EE be 'the right work'."
- Second, Bagstad emphasized that it is important to establish a trusting relationship between administrator/evaluators and educators. Bagstad says, "Building a trusting relationship is important so that everyone understands that EE will make all teachers and principals great for all students and not put people in a spot where it is being used as a weapon against making teachers and principals great."

[1] Note that DPI does not require teachers to complete these training modules. However, Clintonville provides a great example of how to utilize these resources.

Educator Effectiveness Website: New Look on its Way

The EE Team has begun redesigning the Educator Effectiveness website. The redesign team conducted user surveys and website audits to determine how to best provide information and other resources about the Wisconsin Educator Effectiveness System. Surveys were sent to over 1000 users and feedback was analyzed by Educator Effectiveness team partners at the Wisconsin Center for Education Research.

In response to this feedback, the redesign will focus on clear navigation and up-to-date content.

DPI intends for the redesigned website to go live in January.

In the weeks leading up to the relaunch, users will be able to access and tour the redesigned version of the site. Users will also be able to leave feedback about the redesigned site and the Educator Effectiveness System in general.

We Are Listening

From its initial design, DPI has built the Wisconsin Educator Effectiveness System with and for Wisconsin Educators. Now in the second year of pilot testing, DPI continues to refine the System based on feedback from educators in the 225 districts participating in the Full Pilot. DPI accesses feedback from pilot participants in the following ways:

An external evaluator
Curtis Jones of UW-Milwaukee draws upon data from case study districts, in the Teachscape tool, and from surveys sent to all pilot participants, and regularly shares formative feedback with the DPI team;

Monthly meetings
The DPI team conduct meetings with the Educator Effectiveness System's Regional Implementation Coaches, who serve as a two-way conduit of communication between DPI and districts; and

CESA Pilot Networking Meetings
DPI staff attend when pilot participants meet at their regional CESA to receive System updates, additional training, and provide feedback to DPI.

DPI also uses multiple methods to collect feedback from a wider audience, including:

Educator Effectiveness Work Groups
These teams of educators, professional organizations, and other content experts help design and refine the various components of the Educator Effectiveness System. Past and current work groups include: Teacher Practice, Principal Practice, Student/School Learning Objectives, Measurement, the Teachscape System, and a Communications Advisory Group. Each meet regularly to refine components of the System based on user feedback.

The Educator Effectiveness website
The website provides resources, communications, and helps answer questions. The website solicits feedback from pilot districts and any other interested stakeholders using brief surveys to address timely questions.

Twitter Feeds
The Educator Effectiveness Twitter feed and Director of Educator Effectiveness, Katharine Rainey's Twitter feed provide updates, timeline reminders, and addresses concerns or questions

we have heard frequently in recent weeks.

Educator Effectiveness Coordinating Council
The Council serves as an advisory board comprised of leaders from education stakeholder groups. The Coordinating Council meets quarterly and shares feedback from their constituents with the DPI team, as well as reviewing recommendations and providing revisions to newly developed resources.

Meetings and Conferences
The DPI Educator Effectiveness team attends various meetings and conferences across the state.

DPI Educator Effectiveness consultants are investigating additional communication and feedback methods to provide timely updates and feedback on the System well in advance of Statewide Implementation in 2014-15. DPI will provide details on these developments, including means for participating, in future communications. The DPI Educator Effectiveness team urges you to make use of its many feedback routes to ensure that your voice is heard.

EE Grants' Deadline Approaching

EE Funding Grant
ALL Wisconsin districts MUST submit this grant to DPI to indicate their chosen Educator Practice Evaluation Model and pay fees to support training, resources, & supports necessary this year to prepare for statewide implementation in 2014-15.

Peer Review & Mentor Grant
CESAs or consortia of districts can apply for up to $25,000 with this competitive, optional grant to support coaching and mentoring processes related to local implementation in 2014-15.

Deadline for both grants: November 30, 2013

For further information or grant application, contact Jake Hollnagel at 608.267.3570 or jacob.hollnagel@dpi.wi.gov

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We're on the Web!
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Spotlight On:

Katie Rainey
New Director of Educator Effectiveness Introduces Herself

Prior to becoming the Educator Effectiveness Director, I served as an Education Consultant for the DPI Educator Effectiveness and Title I teams. I have a master's degree in Educational and Public Policy from Vanderbilt University and prior experience serving as a Research Analyst at the Texas Center for Education Research and teaching kindergarten.

A desire to transform education has led my career trajectory to come full circle. As a teacher, I thought policymakers were negatively impacting my ability, as a teacher, to serve my students appropriately due to their lack of education experience. This led me to study education policy and try to bring an educator's perspective to the policy making process. Having completed the education policy program, I realized, regardless of experience or perspective, everyone has a legitimate reason for their educational policy views and that it is incredibly difficult to make educational policy decisions due to the various perspectives. Therefore, I decided to work in education re-search and evaluations to help find data to support recommendations and inform policy decisions but quickly realized policy makers do not always read such research or recommendations. Consequently, I applied to DPI to serve in an educational policy role, relying on my educational and research experience to make informed policy decisions.

Now, I realize that, regardless of the research and data supporting a policy, or the quality of system design, its impact relies on quality implementation—which depends on empowering and informing teachers and principals in our classrooms and schools. DPI has designed the Wisconsin Educator Effectiveness System to do just that.

I believe this system, designed by and for Wisconsin educators, empowers educators to direct their own professional growth for the betterment of students. Additionally, I view Educator Effectiveness as the initiative which can help align and support all other state initiatives (e.g., linking Common Core implementation and the new assessments, as well as the best way to support struggling and low-performing schools that did not receive additional funds to support local improvement as part of the accountability reforms.)

Have questions or need support in implementing Educator Effectiveness? Contact your local CESA Implementation Coach.